

# **Food Demonstration and Tasting**



## **Resource Guide**



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# FOR SUCCESS

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DIRECTIONS:

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**May 2010**

## **Getting Started**

**Q: I would like to do food demonstrations and tastings in my agency. How do I get started?**

**A: First, it can be helpful to determine the types of demonstrations that are best for your agency.**

There are three different types of food demonstrations. The one you choose depends on your participants, location, and availability of food and equipment needed to properly prepare and hold the food. Time is also a factor to consider. Single ingredient samplings require very little time while cooking an entire dish is a lengthier process.

### **Single Ingredient Samplings**

Fruits, vegetables, or other healthful foods that may be new to our participants are cut into bite-sized pieces for sampling. This type of food demonstration is often used when you have very limited space and equipment and requires little time. This is a great way to get started with food tastings.

### **Recipe Tastings**

A recipe is prepared in advance for tasting. It is important to be sure proper holding temperatures are maintained and appropriate equipment for refrigeration or heating purposes is available. Precooked demonstrations are often best for sites with limited equipment and space.

### **Food/Cooking Demonstrations**

The entire recipe is prepared in front of participants. It is important to be very organized to make this type of demonstration a success. Consideration should be given to the time it takes to prepare the recipe, the equipment at the facility, and the demonstrator's skill level.

**Second, looking through this resource guide may provide answers to your questions.**

### **Ideas from Local Agencies**

*If you have never done food demos at your agency and your staff is showing resistance, start small and try single ingredient samplings first! This can be a good way to get buy-in from staff.*

*Start simple. If you have never done any food tastings, then start with a single ingredient sampling. Let the success of the power of taste on behavior change help move your agency forward to try something more complex if possible.*

*We started with easy recipes like smoothies and frescas in the summer and crock pot soups for the winter. We only purchased equipment as we needed it and chose recipes that were very simple.*

Getting Started

- Q: How do I get administrative and staff buy-in?**  
**What research exists on the influence of food tastings on behavior change?**
- A: The following are research references on the impact of food demonstrations/tastings on modifying behavior:**
- Vegetable and fruit consumption increases when intervention includes food demonstrations, food tasting, meal planning or other activity directed at increasing confidence in family meal preparation.
    - Ciliska D, Miles E, O'Brien MA, Turl C, Tomasik, HH, Donavan V, et al. (2000). Effectiveness of community-based interventions to increase fruit and vegetable consumption. *Journal of Nutrition Education*, 32:341-352.
  - In a peer-led nutrition education intervention for college students, the cooking demonstrations was the most effective component.
    - Bradley K, Silliman K, & Morris MN. (2008) Evaluation of a peer-led nutrition education intervention among college students. *The Federation of American Societies for Experimental Biology*, 22:681.7.
  - Learner-centered education improved folate intake in WIC participants. Education program involved group discussions, participatory activities, worksheets, visual aids, cooking demonstrations, and instructor explanations.
    - Cena ER, Joy AB, Heneman K, Espinosa-Hall G, Garcia L, Schneider C et al. (2008) Learner-centered nutrition education improves folate intake and food-related behaviors in nonpregnant, low-income women of childbearing age. *Journal of the American Dietetic Association*, 108:1627-1635.
  - More recipes were prepared at home when the recipe was demonstrated at the EFNEP offices versus recipes that were only distributed without a food demonstration.
    - Bouchey CJ, & Rauch M. (1989) Demonstration increases recipe use among Hawaii graduates of the Expanded Food and Nutrition Education Program. *Journal of the American Dietetic Association*, 11:1656-1658.
  - In a 15-week weight control program, participants used a significant percentage of the recipes provided and tasting the foods at group meetings significantly increased the number of recipes used at home.
    - Norwalk MP, Wing RR, & Koeske R. (1986) The effect of tasting food samples on the use of recipes distributed in nutrition counseling. *Journal of the American Dietetic Association*, 12:1715-1716.
  - Estimated that the food industry spends more than \$1 billion each year on sampling programs.
    - WP. Carey School of Business, Arizona State University, online newsletter, July 19, 2007, *Give a little, sell a lot: How free samples influence shoppers' buying behavior.*

Ideas from Local Agencies

*To get buy-in from your staff or your agency's administration, conduct the "Rate Your Senses" activity as presented at the CWA conference.*

*Our nutrition education coordinator brought the idea to our Director with simplicity in mind and behavior change and FUN as the goals. We did staff surveys to see who would be most interested in teaching cooking demos and started with those staff only. We also did the demos at staff meetings to get staff used to the idea as fun and easy.*

Lesson Plans

- Q: How can I do quality assurance?**
- A: 2 areas of quality assurance to consider are:**
- Presentation skills**
    - Use or adapt your agency group education evaluation tool.
  - Participant feedback**
    - Here is a sample feedback form you could use or adapt:

Food Demonstration Evaluation					
Recipe Name:	Date:	Demonstrator:			
Please rate your level of agreement with the following statements:					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I liked the sample I tasted at this demonstration.					
I plan to make this recipe at home.					
This demonstration taught me how to make this recipe at home.					
I learned new ways to help my family eat healthier.					
What suggestions do you have for future demonstrations?					

Ideas from Local Agencies

*Talking to participants after class is a great way to get immediate feedback.*

*Listen to WIC participants. If participants do not like a specific recipe, consider changing it. Some cultures may be more accepting of certain foods than others.*

*Use a staff evaluation tool that ensures each part of your lesson is being completed.*

Lesson Plans

Q: What information is helpful to share when doing the demos?

A: Talking Points that deliver helpful, simple messages such as:

- ☐ History of recipe
- ☐ Ingredient selection
- ☐ Ingredient substitutions
- ☐ Nutritional benefits
- ☐ Preparations tips
- ☐ How to involve children in preparation
- ☐ Food Safety tips
- ☐ Serving suggestions
- ☐ Storing and freezing information

References:

- ☐ [www.mypyramid.gov](http://www.mypyramid.gov)
- ☐ <http://www.fruitsandveggiesmorematters.org/>
- ☐ <http://www.harvestofthemonth.com/>

Q: What is a simple lesson plan format?

A: 3 Easy Lesson Plan Steps:

1. Have an **Introduction** that catches participants’ attention.
2. Conduct your **Food Demo** with **Talking Points**.
3. **Summarize** key points and **encourage** use of recipe.

Ideas from Local Agencies

Write your talking points on an index card and place in front of you.

Money Matters

Q: Can I use WIC funds to purchase food, supplies, and equipment for food demonstrations and tastings for:

- WIC participants?
- staff training?

A: YES!

Reference: Allowable Costs (from CMB - Contract Management Binder)

<http://www.cdph.ca.gov/programs/wicworks/Documents/CMB/WIC-CMB-Chapter04.pdf>

Item	Line Item	Allowable	Unallowable
Food Costs	Operating Expenses	Purchase of cooking/food demonstration carts for use in nutrition education.	Distribution or providing meals or snacks to participants as an incentive to attend the class.
		Cost of food for recipe/taste testing purposes that promote WIC foods.	Incentive payments to encourage attendance at nutrition education classes.
		Cost of kitchen equipment and dishes necessary for food storage (i.e., refrigerators), preparation, and display of food prepared for demonstration purposes.	Ongoing snack or food service.
		Cost of food samples associated with a nutrition education lesson.	Meal size portions or complete meal service.
		Staff time to prepare food for demonstration and/or taste testing purposes.	Cost of food provided as groceries or supplemental food.  Cost of kitchen equipment and dishes necessary for food storage (i.e. refrigerators) for personal use by WIC staff.

Ideas from Local Agencies

Ask for donations from your grocery store or Farmer’s Market.

Invite Network for a Healthy California or your local Farmers’ Market to conduct food demos at your agency.

Use cash & carry, restaurant supply, or Costco/Sam’s stores to purchase equipment and paper goods.

Money Matters

Q: Can I use WIC funds to train my staff on:

- cooking skills?
- food safety?

A: YES!

Reference: Allowable Costs (from CMB - Contract Management Binder)  
<http://www.cdph.ca.gov/programs/wicworks/Documents/CMB/WIC-CMB-Chapter04.pdf>

Item	Line Item	Allowable	Unallowable
Education	Operating Expenses	Costs for preparation and maintenance of program instruction, including but not limited to, on-the-job, classroom, and apprenticeship training designed to increase the vocational effectiveness of employees, including the costs of training materials, textbooks, and the salaries or wages of the trainees.	Contributions or donations to educational or training institutions, including the donation of facilities or other properties, and scholarships or fellowships.
Training	Operating Expenses	The cost of training staff in breastfeeding promotion and support educators and nutrition educators. Training costs associated with conducting training sessions, purchasing, and producing training materials.	

Ideas from Local Agencies

Have a nutrition student conduct a food safety presentation to your staff.

Invite your local Health Department to your staff meeting to talk about food safety.

We used the Learning Center in Sacramento to custom design hands on cooking classes for our staff. They learned basic skills like mincing, chopping, slicing, and prepared a meal. Everyone came away with some new tips to share with participants.

We are doing a food demo each staff meeting now and a quick lesson. This takes very little time and money.

Lesson Plans

Q: What should I consider when selecting a recipe?

A: Choose recipes that are:

- ☐ Appealing in color, texture, and taste
- ☐ Compatible with the equipment and space you have
- ☐ Easy, Quick – using the minimum amount of ingredients and utensils.
- ☐ Inexpensive
- ☐ Less apt to have food safety concerns (for example, vegetarian recipes instead of recipes that use meat or poultry)
- ☐ Nutritious
  - <http://www.pbhfoundation.org/retail/nutritionmktg/prodpromo.php> provides information on nutrition standards to ensure recipes have an overall healthy nutrient profile
  - To do your own nutrient analysis: [www.NutritionData.com](http://www.NutritionData.com)
- ☐ Use foods that are in season

References:

Books:

“Let’s Cook” Cookbooks (available from State WIC)  
The World’s Healthiest Foods by George Mateljan (information on selecting, storing, preparing, and cooking a wide variety of ingredients)

DVDs:

“Cooking For Taste and Health” (available from State WIC)

Websites:

<http://recipefinder.nal.usda.gov/>  
[www.cachampionsforchange.net](http://www.cachampionsforchange.net)  
<http://www.fruitsandveggiesmorematters.org/>  
[www.allrecipes.com](http://www.allrecipes.com)  
[www.epicurious.com](http://www.epicurious.com)  
[www.cookinglight.com](http://www.cookinglight.com)  
[www.foodnetwork.com](http://www.foodnetwork.com)  
<http://www.foodnetwork.com/healthy-appetite-with-ellie-krieger/index.html>  
[www.whfoods.com](http://www.whfoods.com)

Ideas from Local Agencies

Ask staff for their favorite family recipes!

Pick recipes that test well with your staff. Pick fruits and vegetables that are in season and are low cost. Pick recipes that do NOT have strong smells or do not hold well.

Training

Q: What are some tips for conducting a food demonstration?

A: The following are helpful tips on How to Conduct a Food Demonstration:

Planning and Preparing

- ☐ Determine the type of food demonstration.
- ☐ Find appropriate recipes.
- ☐ Select a theme or message.
- ☐ Identify an appropriate evaluation method.
- ☐ Practice cooking the recipe(s). Take note of cooking times and flavor. Practice speaking as though you were presenting to an audience.
- ☐ Make a list of preparation and cooking equipment needed as well as items for decorating the demonstration area.
- ☐ Prepare handouts of the recipes and any additional materials that will be useful for participants.
- ☐ Before the demonstration:
  - ☐ Shop for recipe ingredients.
  - ☐ Prepare ingredients that require extensive cleaning, cutting, or mixing. Store in airtight containers at the proper storage temperature.
  - ☐ Pack equipment and materials if bringing to a different site.
  - ☐ If taking prepared samples, prepare all food and store at the proper temperature.

The Day of the Demonstration

- ☐ Be sure to dress appropriately:
  - ☐ Hair should be pulled back and tied or under a cap.
  - ☐ Limit jewelry to a wedding band and watch.
  - ☐ Short and clean fingernails are essential. Do not wear colored nail polish or artificial nails.
  - ☐ Avoid using perfume or cologne.
  - ☐ Long sleeves should be fitted close to the body.
  - ☐ Wear an apron.
  - ☐ Wear flat shoes with closed toes.
- ☐ Right before the demonstration:
  - ☐ Give yourself enough time to be ready for the demonstration – this depends on the preparation time needed.
  - ☐ Set up the cooking station and preparation area.
  - ☐ Arrange chairs and any written materials.

During the Demonstration

- ☐ Prepare the recipe:
  - ☐ Give an overview of the demonstration including what will be covered, the main nutrition theme, and approximate length of the demonstration. The nutrition messages should be repeated often throughout the presentation.
  - ☐ Focus on the nutritious foods being used in the recipe and give details about their nutrient content, selection, and storage tips.
  - ☐ Each step should be explained in detail as if the participants cannot actually view the techniques.
  - ☐ Be sure to taste the products for correct seasoning before serving. Use a clean plastic spoon for tasting the food, then discard it.
  - ☐ Show a finished version of the recipe in its serving dish with a garnish.
  - ☐ Discuss alternative ingredients that can be substituted.
  - ☐ Discuss alternative equipment that might be used.
- ☐ Have participants taste the food:
  - ☐ Serve two or three bites.
  - ☐ For large groups, prepare the finished recipe ahead of time and have sample sized portions in dishes for tasting.
  - ☐ Discuss the eye appeal, aroma, “mouthfeel”, and flavor.
- ☐ Allow time for questions. Sample questions include: Who has ever eaten or prepared *ingredient?*; What ingredients are new or interesting to you?; What questions do you have? How might you use this ingredient in your cooking? What reaction do you think your family would have to this recipe? How might you change this recipe for your family?
- ☐ Distribute copies of recipes and handouts and collect any evaluation materials.

Money Matters

Q: Can I use WIC funds to renovate my WIC site to accommodate food demonstrations, for example, adding a sink, stove, counter-top, etc.?

A: Yes.

Reference: Allowable Costs (from CMB - Contract Management Binder)  
<http://www.cdph.ca.gov/programs/wicworks/Documents/CMB/WIC-CMB-Chapter04.pdf>

Item	Line Item	Allowable	Unallowable
Buildings	Capital Expense	Renovations to real property that cost more than \$5,000 require prior written approval from USDA and the State WIC Program. Read CMB Chapter 6, Procurement, for the details on the procurement approval process.	Equipment and other capital expenditures are unallowable as indirect costs. Purchases for which prior State WIC approval was not received. 100% payment for equipment that is shared with other organizations.

If you have additional questions, contact your regional advisor.

Ideas from Local Agencies

*When opening a new WIC office, consider how your new space can accommodate food demos and tastings.*

*When remodeling, consider adding or upgrading a sink & countertop area or purchasing a cooking cart. We purchased simple ones from walmart.com.*



Money Matters

Q: How do I calculate how much ingredients to buy and the food cost?

A: The following table gives guidelines for:

Calculating Ingredient Quantities and Food Cost

	Description	Calculations	Example
Step 1	Calculate the total number of samples the recipe produces.  Note: <i>In general, 1 food demonstration sample is: 2 liquid ounces or ¼ cup or ¼ of your recipe's serving size.</i>	$\frac{\text{\# of samples per serving}}{\text{\# of servings per recipe}} = \frac{\text{total samples}}{\text{per recipe}}$	A smoothie recipe that makes 4 1-cup servings will make 16 samples.
Step 2	Calculate the number of times the recipe needs to be prepared.  Note: 😊 <i>Always round up and include 1 extra preparation to account for spillage.</i>	$\frac{\text{\# of total people to serve}}{\text{total samples per recipe}} = \frac{\text{\# of times to make the recipe}}$	40 people ÷ 16 samples per recipe = 2.5 times the recipe needs to be repeated.  This recipe should be prepared 4 times to provide samples for 40 people.
	Ingredients	Cost of Food	Total Cost
Step 3	List the ingredients in 1 recipe. <i>For example:</i> 1 banana 1 cup frozen strawberries 1 cup orange juice 1 cup vanilla yogurt	Determine the food cost.  <i>For example:</i> 1 banana = \$ .50 1 16 oz (2 cups) package of strawberries = \$3.00 1 quart (4 cups) orange juice = \$2.00 1 quart (4 cups) vanilla yogurt = \$ 2.50	Calculate total cost.  <i>For example:</i> 4 bananas = \$2.00 4 cups strawberries = \$6.00 4 cups orange juice = \$2.00 4 cups vanilla yogurt = \$ 2.50 Total Cost = \$12.50 ÷ 40 servings = \$ .31/serving

Conversion Chart

Measurement Conversions	
3 teaspoons	1 tablespoon
2 tablespoons	1 ounce
2 ounces	¼ cup
4 ounces	½ cup
6 ounces	¾ cup
1 cup	8 ounces
8 ounces	16 tablespoons
1 pint	2 cups
2 cups	16 ounces
1 quart	2 pints
1 quart	32 ounces
1 gallon	4 quarts
1 gallon	128 ounces
1 pound	16 ounces

Ideas from Local Agencies

Use an Excel Spreadsheet to help with your calculations.  
Centralized preparation for food demonstration saves time and money if this is practical for your local agency.  
Think about how many people come with your clients also- they will all want a taste!  
Consider the cost of ingredients for both you and the client.  
Use fruits and vegetables in season.

Training

Q: Do I need to certify staff for food handling and safety to do food demonstrations?

A: No, but it is highly recommended to ensure safety.

Q: Where can I find information on Food Safety training for staff?

A: Check out these websites for info:

- [www.servsafe.com/foodsafety/](http://www.servsafe.com/foodsafety/)
- [www.nrfsp.com/](http://www.nrfsp.com/)
- [www.foodsafetyinstituteofamerica.com/](http://www.foodsafetyinstituteofamerica.com/)
- [www.safeattheplate.com](http://www.safeattheplate.com)
- [www.nsfconsumer.org](http://www.nsfconsumer.org)
- [www.calrest.org](http://www.calrest.org)
- <http://www.foodsafety.gov/>
- [www.fightbac.org](http://www.fightbac.org)

Q: Where can I find trainings that teach cooking techniques?

A: Resources for teaching staff how to cook include:

1. Local: Call a local cooking school or Cooperative Extension office in your area.
2. Videos:
  - [www.Rouxbe.com](http://www.Rouxbe.com)
  - [www.freeculinaryschool.com](http://www.freeculinaryschool.com)

Q: Where can I find additional guidance on doing food demonstrations?

A: 2 helpful guides include:

- ☐ Food Demonstration Guide: Champions for Change: Arizona Nutrition Network  
<http://www.eatwellbewell.org/pdf/Food%20Demonstration%20Guide%2010-19-09.pdf>
- ☐ Food Demonstration Guide: Champions for Change: Network for a Healthy California (designed for retail food demos but still includes valuable information)  
<http://www.cdph.ca.gov/programs/cpns/Documents/Network-FV-RP-FoodDemoTrainingKit-2007-10.pdf>

Ideas from Local Agencies

Invite a local chef to your staff meeting to demo basic cooking techniques.

Consider training as many staff as possible in food safety because then they can monitor each other and make sure things are done safely.

We sent one staff per site to SERVSAFE training. We then did an all staff review of the key messages.



Logistics

Q: What are some ways I can pay for food?

A: The following are ways that agencies purchase food for demonstrations/ tastings:

- 1. Grocery Gift Cards
- 2. Petty Cash
- 3. Cash Advance
- 4. Expense Reimbursement
- 5. Purchase Order

Q: How can I save time when purchasing food?

A: Consider these options:

- Divide the shopping list among several staff.
- Choose recipes with ingredients that can be found in one local store.

Q: Can I make the recipe at home?

A: Yes, if your agency allows this - but remember to follow proper food safety guidelines.

Ideas from Local Agencies

Some grocery stores will set up a direct billing and provide “credit card” type cards for easy access to groceries at multiple locations. This also makes for easy tracking of expenses, because you receive an itemized list of all purchases.

We do a check request for a grocery store gift card - \$500 at a time. Then we have one person in charge of purchasing. She buys for all of the sites. Using a log she numbers the receipts and keeps a running total of what’s left. The log and receipts are kept for auditing.

Logistics

Q: What are some scheduling ideas?

A: When scheduling, it is helpful to keep the following in mind:

- o Prep time
- o Actual demo time
- o Clean up time
- o Recipe
- o Staffing
- o Time of class
- o Classes before and after demo
- o Time of Day

Ideas from Local Agencies

If limited on time, considered doing food demos only for the classes with a bigger turnout.

Consider scheduling special food demo days.

Give your staff time to prepare. Don’t schedule cooking classes first thing in the morning or on Mondays.

Schedule an hour block for a 30 minute class to prep, set up and clean up. Schedule cooking classes back to back to save time.

Prep for recipe at main site and then ship out ingredients or complete recipes to smaller sites.

Have a lead person or team of two at each site with a back up.

If you have sites with limited facilities, send complete recipe and return dishes etc. to main site for clean up. Use disposable items such as liners for crockpots for easy clean up.

Logistics

Q: What Health Department Regulations do I need to follow?

A: In general, activities held in a classroom (and food is not being sold) do not require any special permits. Of course, safe food handling practices must be followed.  
For specific county requirements, local agencies can contact their county's Environmental Health Services.  
Here is a partial list of:

Policies/Requirements for Organizations conducting Food Demonstrations/Tastings

County	Phone Number/Contact	Information Provided
<b>Amador</b> Environmental Health Section, Retail & Consumer Food Protection Section	<b>209-223-6439</b> Scott Meyer, Food Inspector smeyer@amadorgov.org	√ Food inspector must get Proposal of Activities (menu items, cleanliness, handling, availability of sinks, refrigerators, etc.) before authorizing the food demonstration/tasting.
<b>Fresno</b> Environmental Health Section	<b>559-445-3271</b>	√ No written requirements. √ Expect CA Health and Safety Code to be followed. √ Does not have staff overlooking these kinds of activities. √ May be able to issue an Operational Statement for the specific facility where the food demos/tastings are going to be held.
<b>Humboldt</b> Environmental Health Section, Consumer Protection Program	<b>707-268-2223</b>	√ They won't be involved in activities held inside a classroom (money is not involved). √ Recommendations: Hand washing and keeping food cold and refrigerated.
<b>Monterey</b> Environmental Health Section	<b>831-755-4505</b>	√ Food safety certificate extended only to facilities where food is sold. √ More information directly at their office (not on-line or by phone).
<b>Sacramento</b> Environmental Management Department	<b>916-875-8484</b>	√ Activities held inside a classroom are considered guest-member agreements and do not require special permits. √ Permits are required when products are sold to the public.
<b>San Bernadino</b> Environmental Health Section	<b>909-884-4056</b>	√ No policy/requirement regarding food demonstrations/tastings.
<b>San Diego</b> Environmental Health Services	<b>619-338-2356</b>	√ No recorded requirements.
<b>San Joaquin</b> Environmental Health Services	<b>209-468-6600</b>	√ Since food is not being sold, they won't be involved in activities held inside a classroom. √ Adequate food handling procedures must be followed.
<b>Santa Barbara</b> Environmental Health Services	<b>805-681-4900</b>	√ Facility should have a health permit to conduct food demonstrations/tastings at grocery stores or where food is sold. √ They don't issue permits for classes.
<b>Santa Clara</b> Environmental Health Services	<b>408-918-3400</b>	√ Food safety certificate extended only to facilities where food is sold. √ Would like to visit facilities where activities will be held.
<b>Stanislaus</b> Environmental Resources	<b>209-525-6700</b>	√ Facility should have a health permit to conduct food demonstrations/tastings. √ Proposal of activities is needed.
<b>Sutter</b> Environmental Health Services	<b>530-822-7400</b>	√ Proposal of activities is needed before information about a permit is given. √ Each case is handled separately.

Information compiled by: Karolina Gonzalez, DN, Graduate Student Assistant

Logistics

Q: What types of equipment and supplies do I need?

A: The following is a comprehensive checklist that you can adjust based on your needs:

Facilitator:

- ☐ Apron
- ☐ Disposable Gloves
- ☐ Hair Tie or Cover
- ☐ Hand Sanitizer
- ☐ Shopping List
- ☐ Lesson Plan
- ☐ Recipes
- ☐ Talking Points

Preparation Items:

- ☐ Baking Pan
- ☐ Baking Sheet
- ☐ Bowls (mixing clear)
- ☐ Can and Bottle Opener
- ☐ Colander
- ☐ Cutting Boards (2)
- ☐ Garlic Press
- ☐ Grater
- ☐ Jar Opener
- ☐ Knives
  - ☐ Chef's Knife
  - ☐ Paring Knife
  - ☐ Utility Knife
- ☐ Ladle
- ☐ Masher
- ☐ Measuring
  - ☐ Cups – Dry
  - ☐ Cups – Liquid
  - ☐ Spoons
- ☐ Potato Peeler
- ☐ Pot holders
- ☐ Pots and Pans
  - ☐ Skillet
  - ☐ Dutch Oven
  - ☐ 1 Quart Pan
  - ☐ 2 Quart Pan
  - ☐ 3 Quart Pan
- ☐ Ramekins (clear)
- ☐ Spatulas
  - ☐ Rubber
  - ☐ Slotted
- ☐ Spoons
  - ☐ Slotted Spoons
  - ☐ Large Spoons
- ☐ Strainer
- ☐ Timer
- ☐ Tongs
- ☐ Vegetable Brush
- ☐ Vegetable Steamer
- ☐ Wire Whisk

Clean Up Items:

- ☐ Dishpans
- ☐ Dish Detergent
- ☐ Dish Drainer
- ☐ Dish Towels
- ☐ Garbage Bin/Bag
- ☐ Paper Towels
- ☐ Sanitizing Spray/wipes
- ☐ Scrub Pad
- ☐ Soap
- ☐ Washcloth

Serving Items:

- ☐ Bowls
- ☐ Napkins
- ☐ Platters/Trays
- ☐ Sample Cups
- ☐ Small paper plates/bowls
- ☐ Tablecloths
- ☐ Toothpicks
- ☐ Utensils (spoons and forks)

Safety Items:

- ☐ Thermometer, food
- ☐ Thermometer, refrigerator
- ☐ Fire extinguisher
- ☐ First Aid Kit

Storage Items:

- ☐ Cabinet (with lock)
- ☐ Containers
- ☐ Foil
- ☐ Plastic Wrap
- ☐ Utensil Holder

Basic Food Items:

- ☐ Vegetable Spray
- ☐ Spice Kit

Travel Items:

- ☐ Ice Chest with Wheels

Electrical Equipment:

- ☐ Blender
- ☐ Chafing Dish, fuel and lighter
- ☐ Crockpot
- ☐ Hot Plate/Countertop Burner Range/Induction Burner
- ☐ Food Processor
- ☐ Hand Mixer
- ☐ Microwave
- ☐ Skillet or Wok
- ☐ Toaster Oven
- ☐ Refrigerator (with lock if in classroom)
- ☐ Extension Cords
- ☐ Tape to cover cords

Other:

- ☐ Cooking Cart or Table – Source: [www.enasco.com](http://www.enasco.com) or Search: food demonstration tables or demonstration storage units.

Ideas from Local Agencies

Induction burners are great because they are cool to the touch – for an example and explanation go to:  
<http://www.enasco.com/Search?q=induction&x=13&y=12>